



HIGHER EDUCATION IN THE ERA OF GLOBALIZATION

Dr. Dipty Subba

Asst Prof. and Head, Deptt of Education, Southfield College, Darjeeling, West Bengal.

ABSTRACT

The changes to which higher education all over the globe increasingly is exposed, are complex and varied, even contradictory, and the comprehensive concept of globalisation are far from clear and well defined. Nevertheless, the concept of globalisation indicates that the various changes are somehow interrelated and creating new forms of interdependencies between actors, institutions and states. It is assumed that globalization promises dramatic and rewarding change to the higher education systems, of societies, which are relatively stable in their political, social and institutional makeup, while for the others, it may threaten the very stability needed to build well performing higher education system. It seems that the Higher Education is undergoing dramatic change worldwide and that the early 21st century is the "perfect storm" of external pressure and internal responses. Higher education has now become central to the changes sweeping through emerging nations, in which worldwide networking and exchange are reshaping social, economic and cultural life. In some respects globalization in higher education is an alternative to the old internationalization, even a rival to it. Yet they also do not necessarily exclude each other.

KEYWORDS: Education, Globalisation, Higher Education.

I. INTRODUCTION:

Education is regarded as one that contributes to social, political and cultural and economic transformation of a country. The success of any nation is basically linked to its human resources Higher Education in the Era of Globalization. We live in a time of great change, an increasingly global society, driven by the exponential growth of new knowledge and knitted together by rapidly evolving information and communication technologies. It is a time of challenge and contradiction, yet it is also a time of unusual opportunity and optimism as new technologies not only improve the human condition but also enable the creation and flourishing of new communities and social institutions more capable of addressing the needs of our society. Such issues provide the context for higher education in the 21st century.

Any social structure requires for its functioning a set of intellectuals linked to itself. A major objective of the education system within the system of higher education, is to produce these intellectuals. When a new social movement emerges on the horizon, which challenges the existing social arrangement, it requires for its sustenance and progress, a new set of intellectuals with a different outlook, different from that of the usual products of the pre-existing system of higher education.

The countries having well developed and efficient systems of production and distribution of knowledge are in a commanding position. The others, drawn in this new world economic order as their partners, are required to compete with them.

II. GLOBALIZATION:

Globalization is an umbrella term that refers to increasing global connectivity, integration and interdependence in the economic, social, technological, cultural, political, and ecological spheres. It is a unitary process inclusive of many such sub-processes, perhaps as best understood as enhanced economic interdependence, increased cultural influence, rapid advances of information technology, and novel governance and geopolitical challenges.

The traditional contributors of economic development and economic power such as material resources and production capabilities have been replaced by knowledge and information. Globalization has resulted in significant changes in the knowledge economy and ushered new conditions for the provision of higher education to cater the skill requirement all across the globe. The present study critically analyzes the growth of higher education sector in India and identifies the major concerns.

Globalization is described as, flow of technology, economy, knowledge, people, values and ideas across borders as, it affects each country in a different way due to a nation's individual history, traditions, culture and priorities (Knight and De Wit, 1999). There are a number of factors which are closely related to this worldwide flow, which are seen as key elements of globalization. These include the knowledge society, information and communication technologies, the market economy, trade liberalization and changes in governance structures. These elements of globalization have significant impact on the education sector (Knight, 2004).

It can also be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring at any distant place and vice versa. It is this construction of time-space compression that has given rise to popular notion of "One-World" "Global Village", etc.

III. PROBLEMS OF HIGHER EDUCATION IN DEVELOPING COUNTRIES:

The higher education sector in the Southern countries as compared to the North is affected with a multitude of chronic problems that makes globalization impossible. According to a World Bank (2000) study, problems facing the higher education sector in Southern Countries include:

(a) Poor faculty quality and outmoded teaching methods and equipment (b) Poor study and working conditions (c) Academic brain drain (d) Poorly motivated students (e) Insufficient resources (f) Imbalances in higher education

Poor Faculty Quality:

A lack of well-qualified and highly motivated staff even in public universities is a common problem in developing countries. The poor faculty quality confines the level of knowledge imparted to students and their ability to generate new ideas in the era of globalization.

Outmoded Teaching Methods and Equipment:

Many universities are stocked with obsolete textbooks and journals with no online facilities. These problems are incompatible with the virtual and electronic university. As the World Bank (2000) observes, rote learning and the lecture methods are carried out by intensive use of blackboards in many universities.

Poor Study Conditions and Unmotivated Students:

Compared to students in higher education institutions in the developed countries, the students of developing countries face difficulties due to severely overcrowded classrooms, inadequate libraries and laboratory facilities, distracting living conditions, and poor student services (World Bank, 2000) and the financial constraint in many institutions of higher education.

Furthermore, in many developing countries, students spend time outside their universities due to strikes and expulsions. Most of the students have poor academic backgrounds, conditions are made worst by examination leakage, and forged high school certificates.

Academic Brain Drain:

Low pay and poor incentives have contributed to the unbridled problem of brain drain in higher education institutions in the developing countries. Altbach and Teichler (2001) comments: "There is also the very disturbing phenomenon of the out-migration of academic talent from regions, most notably Africa, because of deteriorating conditions in universities as well as political and economic problems" (p.8). The problem of low pay for academics leads to problems affecting quality teaching and research. Another facet of academic brain drain is the engagement by faculty in research and consultancies that are not relevant to the needs of the countries concerned. Although developing countries contain more than 80% of the world's population, they account for just half of the world student

population in higher education, and for a far smaller proportion with access to quality higher education (World Bank, 2000). This inequality creates unfavorable conditions for globalization of higher education.

Insufficient Resources:

Universities and other higher education institutions in the developing countries have insufficient resources to carry out reforms indispensable for globalization. Public expenditure on education as a whole percentage of GNP is low in developing countries compared to developed countries. Because of insufficient resources, higher education institutions in developing countries function under adverse conditions: overcrowding, deteriorating physical facilities, and a general decline in quality teaching and research, and not to mention obsolete or abandoned scientific equipment often obtained through external donors. (World Bank, 2000 and 1994).

IV. GLOBALISATION AND HIGHER EDUCATION:

The thrust of Globalization is expected to push Higher Education to face far-reaching challenges. According to the Spanish sociologist, Manuel Castells, one of the leading authorities on Globalization states, "effects on the university will be more drastic than industrialization, urbanization and secularization combined. It is, the biggest challenge that the University has ever faced for more than a century and a half."

Higher education today, Globalization or no Globalization, is no more controlled by geographical boundaries. Innovative forms of translocation and transnational education have become a possibility. Multi campus institutions, "franchised institutions learning centers providing university degree, off campus education, distance learning, internet based distance education, virtual universities merging of part studies to combine into a whole for obtaining national as well as international degrees are only few models as examples. As far as higher education is concerned, an enthused and well-informed student has umpteen choices, for the first time in the history of education, to access for a "global marketplace". Yet, the matter of the fact is, this access remains only as availability. Who can reach to it and how? What alternative provisions are made for those who cannot afford to reach is the crux of the matter.

Higher education institutions have been both the agent and objects of globalization (Scott, 1998). Developed countries such as the US on the other hand, see investment in education abroad as a strategy to strengthen the competitive position of its corporations in host countries (Gibbs, 1989). Student options for higher education, in particular, are no longer constrained by national boundaries. For the first time in history, large segments of the world's student population truly have access to a "global marketplace" of higher education.

Higher education can be seen as both an actor and reactor to the event of globalization. Unesco (2003) mentioned that four key elements of globalization relevant to this discussion are:

- The growing importance of the knowledge society/economy;
- The development of new trade agreements which cover trade in education services;
- The innovations related to ICTs; and
- The emphasis on the role of the market and the market economy.

Unesco (2003) stated that these factors in turn have been the catalysts for new developments in higher education including: 1) the emergence of new education providers such as multi-national companies, corporate universities and media companies; 2) new forms of delivering education including distance, virtual and new face-to face, such as private companies; 3) greater diversification of qualifications and certificates; 4) increasing mobility of students, programs, providers and projects across national borders; 5) more emphasis on lifelong learning which in turn increases the demand for post-secondary education; and 6) the increasing amount of private investment in the provision of higher education. These developments have important implications for higher education in terms of quality, access, diversity and funding.

V. IMPACT OF GLOBALIZATION ON HIGHER EDUCATION:

The impact of the various trends and challenges related to globalisation on higher education institutions and policies is profound, but also diverse, depending on the exact location in the global arena. There are some general tendencies that relate to globalisation:

- Globalisation creates new and tremendously important demands and exigencies towards universities as knowledge-centres: Scientific research and development of technologies are central activities in a knowledge and information driven society and will become even more important in near future. Not only in the developed world, but progressively also in other parts of the globe will research and development activities become the motor of economic growth and social development.
- The increase in the demand for higher education worldwide: In the devel-

oped world the knowledge society ask for even more highly competent knowledge workers. Economic development, modernisation and demographic pressure will fuel the demand for higher education also in other parts of the world, only limited by the inability of the poor to finance the cost of higher learning.

- Erosion of the national regulatory and policy frameworks in which universities are embedded: Most modern higher education institutions are product of national developments and policies and are fully integrated in national educational systems. In a progressively more international environment – marked by a globalised and liberalised marketplace, an international arena of scientific research and academic personnel, and international competition between universities and between universities and other institutions and companies –, the national character of policy frameworks creates more and more tensions.
- The emerging 'borderless' higher education market: The massive increase in the worldwide demand in higher education, the budgetary and capacity problems of many nations to meet this demand, and the opportunities created by new communication technologies and the Internet, shape an environment in which new, mostly for-profit providers productively can expand the supply of educational services.

VI. IMPACT ON INDIAN HIGHER EDUCATION:

India's aspirations to establish a knowledge society in the contest of increasing globalization, is based on the assumption that higher and technical education essentially empowers people with the requisite competitive skills and knowledge. Since independence, the higher education system has grown rapidly. The emphasis on higher education in India can be understood by the number of universities currently present in India and the quality of education they provide. As of 2014, there are 677 universities, 37,204 colleges and 11443 stand-alone institutions in India. In terms of enrollment India is the third largest higher education system in the world after China and the USA and the gross enrolment ratio is 21.1.

Globalization and its opportunities in India in the field of Higher Education now, appears to be massive, and areas are diverse. The major development in information technology has promoted learners' method of learning in both the formal and distance modes. Globalization is simply bringing nations, cultures, economies together and at the same time mounting Interdependency.

The spread of markets and the thrust of globalization, during the past two decades, have altered the world of higher education almost beyond recognition. The challenge of higher education is to make full use of the opportunities that globalization has provided. Two historical developments, namely, accelerated globalization and the ICT (information and communication technology) revolution, have caused all-pervasive and exceptional global-level impact. No sphere of human life is left untouched by them.

Distance education and virtual Institutions, that is commonly regarded to be an industrialized form of education, is now taking place in India, which is proving to be more cost effective. The aspiring students who failed to secure their seats in India's premiere Institutions can now go abroad to fulfill their aspirations. The fast growing Information and communication technology and the academic resource materials is providing input to the academicians to compete with their counterparts wherever in the world. It inspires the Indian academicians for research and publications on issues that are of international importance.

A majority of conventional universities in India are far behind, especially in non-professional courses. As the UGC, AICTE (All India Council of Technical Education) and other controlling agencies are not in a position to get involved successfully and direct the foreign educational institutions. The government of India has set up a committee under the NAAC, under its chairman Ram Takwale, to supervise the applying foreign universities. At present 150 foreign universities (50 from UK, 45 from Australia, 30 from USA and the rest from Canada and other European countries have been working in India. The UGC has decided to invite proposals from institutions that are eager on "exporting Indian education" to overseas learners under a "Study India Programme". A recent study shows that one in every 10 students studying in the US was an Indian, while less than 0.6 percent of American Students were receiving educational credit for studying in India.

Thus, Globalization promises dramatic and rewarding change to the higher education systems, of societies, which are relatively steady needed to make well performing higher education system. Higher education trains the highly skilled personnel and contributes to the research base and innovation capacity.

VII. CONCLUSION:

There is now increasing global competition for the best and brightest students, as more and more countries recognize the economic potential of higher education as a service export sector and India is not an exception. As knowledge has become a significant factor in determining the scenario of society, it has assumed importance than ever before. Consequently, the system of higher education, which plays an enormous role in the production and diffusion of knowledge, has

also got a deliberate importance. It has also left impact on the importance to develop a skilled work force at all levels to meet the demands of increasing business environment. The countries across the world are therefore placing a premium on higher education. In the era of globalization there are more weightage for competitiveness. Higher education should be more reliable, competent so that the coming generations can be more competent to face the challenges in their life. The world of higher education in the 21st century can truly be a border-less world of knowledge and ideas which will yield benefits for all nations. There is no single, easy path for attaining this new global future, but instead, multiple pathways that lead toward "a world in one nest".

REFERENCES:

- Altbach, P. and Teichler, U (2001). Internationalization and exchanges in a globalized university. *Journal of Studies in International Education*, 5, (1) 5-25.
- Mishra, V. (2013). Globalization And Indian Higher Education. *Journal of Educational and Instructional studies in the world*. Vol., 3. Issue 1 ISSN 2146-7463
- Shahidi, N. & Seyedi, S. M. (2012). The Impact of Globalization in Higher Education on the Universities' Educational Quality: A Regional Project on Shiraz Universities. *World Applied Sciences Journal* 20 (9): 1300-1306, 2012. ISSN 1818-4952
- Singh, S. (2016). Impact of Globalization on Higher Education in India: Issues, Challenges and Alternatives. *The International Journal of Indian Psychology*. Vol.3 Issue 2 ISBN 978-1-329-85570-0. Access on <http://www.ijip.in>
- Draft Report of Working Group on Higher Education for the XI Plan, Planning Commission, Government of India (2007).
- Gaynor, N. (2010). Globalizing higher education: Challenges and contradictions in policy & practice; A development Education Review, Vol.II
- Singh, P. (2008). Higher Education and Globalization, 23rd Convocation Address, Rani Durgawati Vishwavidyalaya, Jabalpur. Higher education article retrieved from http://en.wikipedia.org/wiki/Higher_education
- Mishra, J. K., Abidi, N. and Sharma, R. (2008). Indian Higher Education: Global Challenges and Local Issues. *JBS Working Paper Series*.
- Safaya, R. (2002). Current problems in Indian Education, Dhanpat Rai Publishing Co: New Delhi.
- Scott, P. (1998). Classification, Internationalization and Globalization, in P. Scott (ed.), *The Globalization of Higher Education*, The Society for Research into Higher Education/Open University Press, Buckingham, pp. 108- 129.
- Sharma, V. (2007). Indian Higher Education: Commodification and foreign direct investment. *The Marxist*, Vol. XXIII, No. 02.
- Takwale, R. (2002). Presidential Address on 'Convergence of Educational Modes – An Opportunity for Evolving New Paradigm of Education' at the IDEA 2002 Conference held at University of Jammu, Jammu, during 1-3 March 2002.
- Teichler, U. (2004). The Changing Debate on Internationalization of Higher Education. *Higher Education*, Vol. 48, pp. 5-26.
- Tilak, J.B.G. (2002). Education and Globalization: The changing concerns in Economics of Indian Education. *Perspectives in Education*, Vol. 17, Special Issue pp. 05-08.
- Valimaa, J. (2004). Nationalization, Localization and Globalization in Higher Education. *Higher Education*, Vol. 48, pp. 27-54.
- Patnaik, P. (2005). Education and Globalisation. Vol. 33, No. 9/10, *Debating Education* (Sep. - Oct., 2005), pp. 100111 Published by: Social Scientist <http://www.jstor.org/stable/3518095> Accessed: 09-06-2016 06:39 UTC.
- Bhoite, U. B. (2009). Higher Education in India: A System on the Verge of Chaos. *Sociological Bulletin*, Vol. 58, No. 2 (May - August 2009), pp. 147-177 Published by: Indian Sociological Society Stable URL: <http://www.jstor.org/stable/23620683> Accessed: 09-06-2016 06:41 UTC.
- Nayyar, D. (2007) Globalisation: What Does It Mean for Higher Education? *Economic and Political Weekly*, Vol. 42, pp. 30-35. <http://www.jstor.org/stable/40277048> Accessed: 09-06-2016 06:38 UTC.
- Mitra, S. K. Democracy and the Challenge of Globalisation in India. *The Indian Journal of Political Science*, Vol. 62, No. 3, Special Issue on Globalisation and the State (September 2001), pp. 405-416 Published by: Indian Political Science Association Stable URL: <http://www.jstor.org/stable/42771351> Accessed: 09-06-2016 06:44 UTC.
- Singh, M. K. (No date) Challenges of Globalization on Indian Higher Education Apeejay-Stya Education Research Foundation, New Delhi.
- Cowen, R. (1996). Last Past the Post: Comparative Education, Modernity, and perhaps Post-Modernity. *Comparative Education Review* 32, no. 2 (1996): 151-70.]
- Smyth, J. (1996). Globalization and Higher Education: What's Happening to Academic Work? in *Ninth World Congress on Comparative Education: Tradition, Modernity, and Post modernity* (Sydney) Proceedings, 1996).
- Smyth, J. (1995). *The Changing Labour Process in Higher Education* (Buckingham: Society for Research into Higher Education and Open University Press, 1995).
- Neave, G. (2001). Globalisation: Threat, Opportunity or Both, Report presented to the IAU Administrative Board Meeting at its Mexico City meeting in November 2001.
- WTO-Committee on Trade and Development, 77th Session, 21 and 25 November, 1994
- WTO Education Services, Background Note by the Secretariat, 23rd September 1998.
- UGC Annual Report, 2000-2001
- Open Doors (2004). Report on International Educational Exchange, Institute of International Education
- World Bank, World Development Report (2000/2001) *Attacking Poverty*. (New York: Oxford University Press, 2001), p. 276 and p. 280. Telephone estimate from Financial Times.
- Allen, H., Slaughter, S., & Leslie, L. (2001). The entrepreneurial university. Retrieved April 6, 2001 from <http://www.nea.org/he/con2k1/sessions.html>
- Altbach, P. and Teichler, U (2001). Internationalization and exchanges in a globalized university. *Journal of Studies in International Education*, 5, (1) 5-25.
- Bernstein, A. (2000). Backlash: Behind the anxiety over globalization. Retrieved February 21, 2000 from http://www.businessweek.com/2000/00_17/b3678001.htm?scriptFrm
- Birnbaum, R. (2001). Management fads in higher education. Retrieved April 6, 2001 from <http://www.nea.org/he/con2k1/sessions.html>
- Cogburn, D. L. (2000). Globalization, knowledge, education, and training in the information age. Retrieved on February 21, 2001 from http://www.unesco.org/webworld/infoethics_23.htm
- Cloete, N. (2001) Different meanings of globalization in higher education. Retrieved May 6, 2002 from <http://www.srhe.ac.uk/southafrica/abstracts/SYM/NicoCloete.htm>
- Currie, J., & Newson, J. (Eds.), *Universities and globalization: Critical perspectives*. Thousand Oaks: Sage Publications.
- Davis, T. (1995). Flow of international students: Trends and issues. *International Higher Education*. Retrieved April 6, 2001 from http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News01/text2.htm
- G.A.T.E Vision (2001). Achieving worldwide access to quality education. Retrieved February 21, 2001 from www.edugate.org/vision.html
- Gopinathan, S. (1996). Globalization, the state, and education policy in Singapore. *Asia Pacific Journal of Education*, 16, (1), 74-87.
- Hall, P. A., & Tarrow, S. (1998). Globalization and area studies: When is too broad too narrow? Retrieved February 21, 2001 from <http://www.chronicle.com/data/articles.dir/art-44.dir/issue-20.dir/20b0>
- International Institute of Education (IIE) 2000. Open doors study abroad release. Retrieved January 11, 2001 from http://www.opendoorsweb.org/Press/us_studs_rel.htm
- International Monetary Fund (2001). Globalization: Threat or opportunity? An IMF Issues Briefs for 2001. Retrieved April 6, 2001 from <http://www.imf.org/external/np/exr/ib/2000.htm>
- Johnstone, B. D. (2000). Globalization and the role of universities. Retrieved February 18, 2001 from <http://www.gse.buffalo.edu/FAS/Johnston/RoleofUniversities.html>
- Lieberman, E. S. (2000). Challenges of globalization. Retrieved April 6, 2000 from www.usembassy-morocco.org.ma/Themes/EconomicIssues/liebert
- Loeb, K. (1997). Globalization. Retrieved February 21, 2001 from www.mirror.org/canpol/loeb/globalization.html
- Okuni, A. (2000). Higher education through the internet: Expectations, reality and challenges of the African Virtual University. Retrieved April 6, 2001 from <http://graffiti.virgin.net/asantedom.com/distributed/infrastructure/worldba>
- Oni, B. (2000). Capacity building effort and brain drain in Nigerian universities. Ibadan, Nigerian Institute of Social and Economic Research (NISER).
- O' Rourke, B. (1998). Forum 2000: Speakers ambivalent about globalization. Retrieved February 21, 2001 from: www.rferl.org/nca/features/1998/10/F.RU.9810151333332623.html
- Perkins, T. (1997). Globalization: Issues and challenges. Re-inventing Higher Education Conference. Retrieved April 6, 2001 from <http://horizon.unc.edu/conferences/Reinventing.asp>
- Shalom, S. R. (1999). The state of the world. Retrieved February 21, 2001 from <http://www.zmag.org/stateworld.htm>
- Scott, P. (2000). Globalization and higher education: Challenges for 21st century. *Journal of International Education*, 4, (1), 3-10.
- Slaughter, M. J., & Swagel, P. (1997). Does globalization lower wages and export jobs? *Economic Issues* No. 11 Retrieved February 21, 2001 from <http://imf.org/external/pubs/ft/issues11/idx.htm>
- Stromquist, N.P. (2002). Preface. *Comparative Review* 46 (1), iii-viii United Nations Development Program (UNDP) (1999). Human development report. New York: UNDP
- Utsumi, T., & Armando, V. (1992). Global university. Retrieved February 21, 2001 from www.sas.upenn.edu/African_Studies/Global_Comm/Global_
- Vagas, E. (1996). Globalization. Retrieved February 21, 2001 from <http://csf.colorado.edu/mail/ipe/96/feb96/0017.html>
- Weisbrot, M. (1999). Globalization: A primer. Retrieved April 6, 2001 from www.cepr.net/GlobalPrimer.htm
- World Bank (2000). Assessing globalization? World Bank Briefing Papers, Retrieved April 6, 2001 from <http://www.worldbank.org/html/extdr/pb/globalization/paper1.htm>
- World Bank (2000). Higher Education in developing countries: Peril and promise. World Bank: Washington D.C.
- World Bank (1994). Higher education. The lessons of experience. World Bank: Washington, D.C
- World Bank, 2008. World Development Indicators, we can see some significant differences between their online database. <http://data.worldbank.org/data/perceptions> but it shows that the professors with more catalog/world-development-indicators (accessed July skills (years of teaching of and age), with more knowledge 2010).
- Unesco (2003). Higher education in a globalized 14. Owlia, S. and E. Aspinwall, 1996. A framework for the society, education position paper, Unesco dimensions of Quality in higher education, Quality publication, Paris.

62. Knight, J. & de Witt, H. (Eds.). (1999). Quality and Internationalization of Higher Education. OECD Publications.
63. Knight, J. 2004; Internationalization Remodeled: Rationales, Strategies and Approaches; Journal of Studies in International Education, Vol. 8, No. 1.
64. Gibbs, M., 1989; Interlinkages between services and other economic sectors' in United Nations Centre on Transnational Corporations, Services and Development: The Role of Foreign Direct Investment and Trade, UN, New York, pp. 9-11 at p.10.
65. Scott, P. (1998), 'Massification, Internationalization and Globalization', in P. Scott (ed.), The Globalization of Higher Education, The Society for Research into Higher Education/Open University Press, Buckingham, pp. 108-129.